

CHALLENGE FOUNDATION ACADEMY

2011-2012 Performance Analysis

Core Question 1: Is the educational program a success?

1.1. Is the school's academic performance meeting state expectations, as measured by Indiana's accountability system?

Does not meet standard	School has received an 'F' for the most recent school year OR has received a 'D' for the last two consecutive years.
Approaching standard	School has received a 'D' for the most recent school year.
Meets standard	School has received either a 'B' or 'C' for the most recent school year.
Exceeds standard	School has received an 'A' for the most recent school year.

2011-12 Performance: Meets Standard

Prior to the 2011-12 school year, Core Question 1.1 asked "Is the school making adequate yearly academic progress (AYP), as measured by the Indiana Department of Education's system of accountability?" Beginning with the 2011-12 school year, the Indiana Department of Education (IDOE) received a waiver for the United States Department of Education to replace the state's measure of Adequate Yearly Progress (AYP) with the new A-F accountability system which was adopted by the State Board of Education in February 2012. As such, AYP is not available for the 2011-12 school year.

For the 2011-12 school year, the Mayor's Office has determined that Core Question 1.1 will be determined using the state's new accountability system, based on the above rubric.

Challenge Foundation Academy (CFA) received a 'B' under the state's traditional school accountability model. Based on their performance in the 2011-12 academic year, the school meets the Mayor's Office standard for this indicator.

1.2. Are students making substantial and adequate gains over time, as measured using the Indiana Growth Model?

STANDARD	Value-added analysis indicates that more than 75%-89% of tested students made sufficient gains.
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2011-12 Performance: Approaching Standard

Under the Indiana Growth Model, the IDOE compares each student's growth on ISTEP+ from one year to the next and determines whether students made 'Low Growth', 'Typical Growth', or 'High Growth' compared to their academic peers. To achieve the Mayor's standard for this indicator, 75% of a school's students must demonstrate sufficient gains – or must achieve either 'Typical Growth' or 'High Growth'.

Subject	Low Growth	Typical Growth	High Growth	Total Sufficient Gains
English/Language Arts	38.3%	33.1%	28.6%	61.7%
Math	28.6%	31.6%	39.8%	71.4%
Weighted Average				66.5%

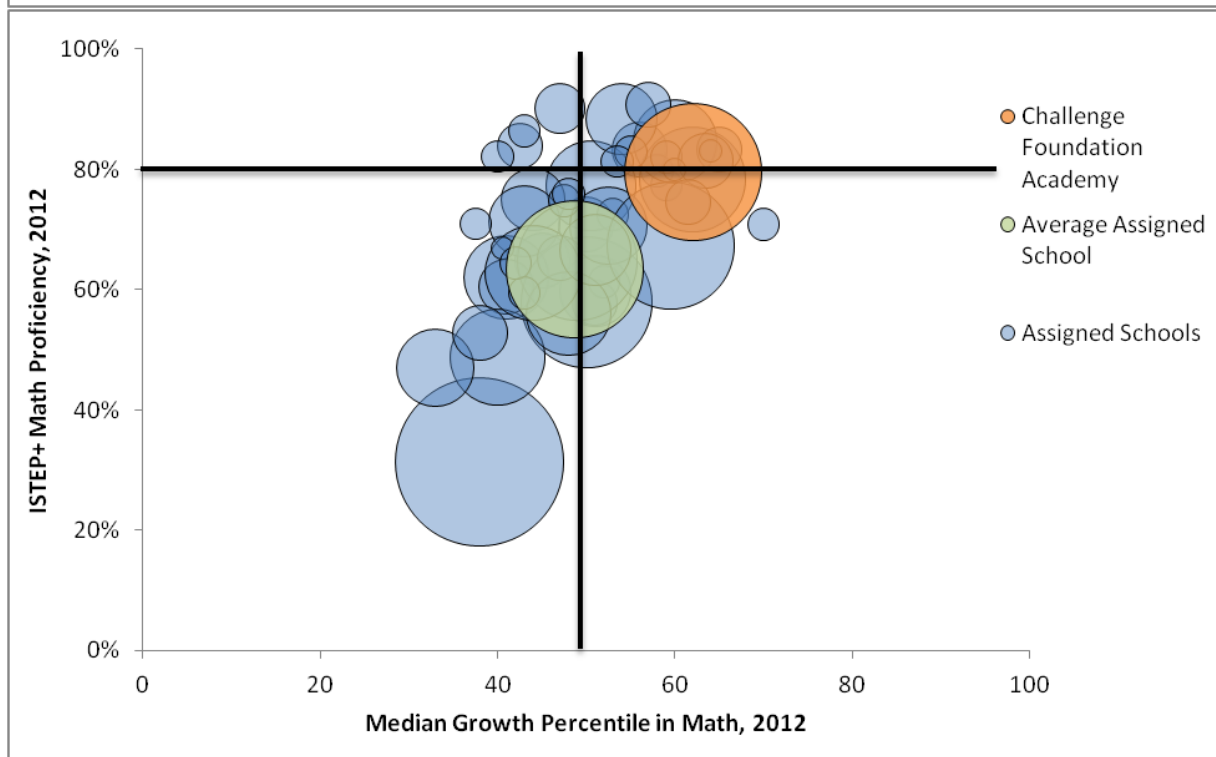
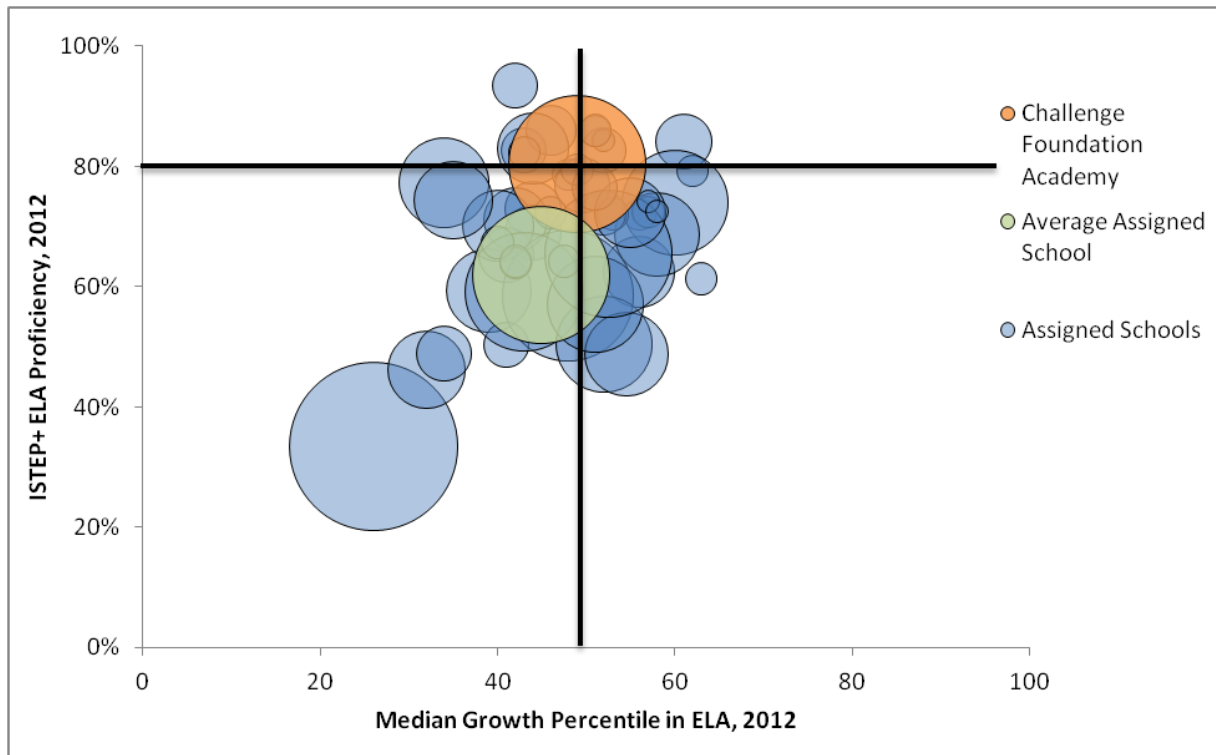
SOURCE: IDOE. The weighted average is calculated by taking the sum of the total number of students who achieved 'Typical' or 'High' Growth in ELA and the total number of students who achieved 'Typical' or 'High Growth' in Math, divided by the sum of the total number of students assessed under the Growth Model in ELA and the total number of students assessed under the Growth Model in Math.

While the majority of students (71.4%) made sufficient gains in Math, a number of students are losing ground in English/Language Arts, with 38.6% of students demonstrating 'Low Growth'. A weighted average across both subjects reveals that 66.5% of students at CFA demonstrated sufficient gains in 2011-12. Thus, the school is approaching the Mayor's Office standard for this indicator.

1.3. Is the school outperforming schools that the students would have been assigned to attend?	
STANDARD	School's overall performance in terms of both proficiency and/or growth is generally as good as that of the schools the students would otherwise have been assigned to attend.

2011-12 Performance: **Exceeds Standard**

The Mayor's Office compared the performance of Challenge Foundation Academy to that of Marion County public schools students would have been assigned to attend, based on their place of residence. The overall proficiency and growth of students at CFA exceeded that of their peers in proficiency and growth for both English/Language Arts (ELA) and Math. Therefore, in 2011-12, the school's performance exceeds standard for this indicator.



How to read these figures: Blue bubbles represent the traditional public school that students would have been assigned to attend if they did not attend CFA. The size of each blue bubble is proportional to the number of CFA students who would have attended that school. The horizontal axis line represents the average ISTEP+ performance in Indiana, while the vertical axis line represents 50th growth percentile. Schools located above the horizontal axis had better-than-average performance, while schools located to the right of the vertical axis showed, better-than-average improvement. The green bubble represents the average performance and improvement of all assigned schools. The orange bubble represents the performance of CFA students.

1.4. Is the school meeting its school-specific educational goals?	
STANDARD	School has clearly met its school-specific educational goal.

Not Evaluated. Challenge Foundation Academy did not have school-specific educational goals to be evaluated for 2011-12.